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17. ABSTRACT (MAX. 250 WORDS) Experiments in staff utilization were discussed. Changes in the methods of instruction and the curriculum were based upon a desire to produce a better teaching-learning situation, to stimulate students to commit themselves for their own improvement, to meet the challenges society thrusts upon the modern school, and to equip students to meet their daily problems. Experiments were made in the areas of large group instruction, in the use of team teaching, in back-to-school scheduling, in a combination of English-social science instructors and English-social science curriculum, in the use of teachers' aids, and in coeducational physical education. Requests from the teaching staff at the end of the experimental year prompted the arrangement of summer workshops for department personnel to plan a new curriculum and a new approach. One of the results of the workshop was the combining of the English and social science departments into a department of unified studies. A four-year unified studies program was established; it consisted of a single course of study involving basic concepts and materials from history and literature. Five member teams conducted the program on a grade level basis, and a planning council of teachers facilitated staff assignments. Students who needed special attention were put in remedial sections; outstanding students were given self-directed study programs. By unifying subject matter and by teaching concepts, students were placed in a more challenging situation. Other innovations in staff utilization included team teaching in science, math, and home economics; use of teachers' aides and lay readers; and experiments in physical education taught by teams of men and women instructors.							
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The Cordova Plan

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The phrase "team teaching" has been grossly over used in recent years. A plan of staff utilization must go beyond the single idea of team teaching, if it is to be successful and if any great value is to be derived from it.

Teachers of today face two challenges. On the one hand adult society expects the schools to familiarize students with that large body of information, techniques, concepts and literature referred to as the "cultural heritage." On the other hand teachers meet resistance or apathy from these learners whose interests are largely centered in the world of their immediate experiences. The teacher cannot interpret experiences that are a part of this cultural heritage if the learner does not somehow recognize these as related to his experiences. The learner can be forced into a kind of ritual. He memorizes the facts that are required of him and repeats them to the teacher on the examination only to forget them when the pressure is off. In this kind of situation no real learning has taken place . . . that is learning that results from data being employed in a thinking situation which is practical in nature and scope.

For two years prior to the opening of Cordova High School in 1963, extensive studies in new developments in teaching methods and curriculum were initiated at Folsom High School to assist in developing educational specifications for the Cordova High School. Teachers, department chairmen, and administrators were given opportunities to experiment and to research better ways of teaching children. Visitations were made to other schools in

the nation employing the staff utilization approach. It was felt that entry into new programs should be done on a gradual basis rather than on a crash program to insure that teachers, students, and the community were ready for change and were well prepared for it.

When one anticipates or plans a change in the way of doing things, he necessarily must ask the reasons why. Change for the mere sake of change is not justification enough. The changes in the methods of instruction and the curriculum at Cordova High School were based upon a desire to produce a better teaching-learning situation, to stimulate students to commit themselves for their own improvement, to meet more successfully the challenges society thrusts upon the modern school, and to equip students to meet their daily problems.

The first year of operation saw experiments in the areas of large group instruction in typing with the use of a teacher aide, the use of a teaching team in junior business with students selected on the basis of ability grouping, a combination of English social science instructors and an English social science curriculum. The use of lay readers in the English-social science area, back to back scheduling, the team approach in biology, and experiments in co-educational physical education with inter-departmental teams were

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also a part of the experimental program which has been expanded during the current school year.

In response to requests from the teaching staff, the administration arranged workshops during the summer of 1964 for department personnel to plan a new curriculum and a new approach. As the 1964-65 school year opened, several additions were made to the Cordova Plan. One of the most notable improvements and advances was the combining of the English and social science departments into a department of unified studies.

The four-year unified studies program at Cordova High School, combining the content subject areas of the language arts and the social sciences for grades 9-12, grew out of a pilot program instituted during the 1963-64 school term. Instead of teaching American History and American Literature as individual courses in the 11th grade, a single course of study was prepared around five selected basic concepts around which were interwoven pertinent and related materials from both history and literature.

The four-year unified program for 1964-65 has resulted from the unification of the world history and world literature materials for grades 9 and 10, American History and American Literature in the 11th grade, and a humanities course for the 12th grade, *Life and Thought in 20th Century United States*. Five member teams are now conducting the programs using many multi-sensory activities in a wide variety of instructional patterns.

Staff members, meeting in an in-service summer workshop, worked out the courses of study and prepared units and activities for the first semester as well as organizing

an administrative structure for the administration of the program. Time has been allotted during the first semester for completing the program for the spring term.

Staff members are assigned primarily to a grade level team, but in terms of their specialties and competencies, they are to be assigned to various teams from time to time according to the materials being considered. Thus, a planning council composed of representatives from the various grade level teams was established so that articulation of the entire program could be effective and that teacher assignments could be facilitated.

STUDENTS who find themselves in difficulty and who need special attention are taken from the regular team program and placed in the remedial, ungraded sections until such time as they can be reassigned to the regular program. Moreover, those students who demonstrate outstanding accomplishment in the regular team program are assigned to the independent, self-directed study programs. From time to time they return to the regular program sessions to share with other students their experiences and to act as resource people for the small discussion groups.

Through the unification of subject matter and through teaching by concept, provision is made for a more challenging experience for students because they will be placed in a total experience of related materials which is so important in this time of pressures that call for positive attitudes and behavioral patterns in our young people.

As the current school year opened at Cordova, in addition to the unified social

science and English courses, experiments were begun with the use of the team approach in home economics education; use of the instructional aide in large group instruction in typing in business education was expanded, the mathematics department was experimenting with the team approach at all levels of mathematics and using a lay reader, the general state requirements course was being taught by a teaching team; three science courses were being taught by teaching teams and a

teacher aide was being used both as a lab assistant and as a lay reader; physical education was being taught exclusively by combined educational teams of both men and women instructors; many of the activities were co-educational and an elective program had been developed for senior physical education; and schedule variations were made by doubling the length of periods so that more flexibility could be achieved by the instructional teams.



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